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**ENGROSSED SUBSTITUTE HOUSE BILL 3166**

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**State of Washington**                      **60th Legislature**                      **2008 Regular Session**

**By**        House Education (originally sponsored by Representatives  
Sullivan, Priest, Haler, Santos, and Ormsby)

READ FIRST TIME 02/12/08.

1            AN ACT Relating to the design of the state assessment system and  
2 the Washington assessment of student learning; amending RCW  
3 28A.655.070; and creating a new section.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5            NEW SECTION.    **Sec. 1.** The legislature finds that, according to a  
6 recent report from a consultant retained by the state board of  
7 education, end-of-course assessments have certain advantages over  
8 comprehensive assessments such as the current form of the Washington  
9 assessment of student learning, and in most other areas end-of-course  
10 assessments are comparable to comprehensive assessments in meeting  
11 public policy objectives for a statewide assessment system. The  
12 legislature further finds that because the state's assessment contract  
13 will be renegotiated before the end of 2008, the 2008 legislature has  
14 an opportunity to provide policy direction in the design of the state  
15 assessment system and the design of the Washington assessment of  
16 student learning.

17            **Sec. 2.** RCW 28A.655.070 and 2007 c 354 s 5 are each amended to  
18 read as follows:

1 (1) The superintendent of public instruction shall develop  
2 essential academic learning requirements that identify the knowledge  
3 and skills all public school students need to know and be able to do  
4 based on the student learning goals in RCW 28A.150.210, develop student  
5 assessments, and implement the accountability recommendations and  
6 requests regarding assistance, rewards, and recognition of the state  
7 board of education.

8 (2) The superintendent of public instruction shall:

9 (a) Periodically revise the essential academic learning  
10 requirements, as needed, based on the student learning goals in RCW  
11 28A.150.210. Goals one and two shall be considered primary. To the  
12 maximum extent possible, the superintendent shall integrate goal four  
13 and the knowledge and skill areas in the other goals in the essential  
14 academic learning requirements; and

15 (b) Review and prioritize the essential academic learning  
16 requirements and identify, with clear and concise descriptions, the  
17 grade level content expectations to be assessed on the Washington  
18 assessment of student learning and used for state or federal  
19 accountability purposes. The review, prioritization, and  
20 identification shall result in more focus and targeting with an  
21 emphasis on depth over breadth in the number of grade level content  
22 expectations assessed at each grade level. Grade level content  
23 expectations shall be articulated over the grades as a sequence of  
24 expectations and performances that are logical, build with increasing  
25 depth after foundational knowledge and skills are acquired, and  
26 reflect, where appropriate, the sequential nature of the discipline.  
27 The office of the superintendent of public instruction, within seven  
28 working days, shall post on its web site any grade level content  
29 expectations provided to an assessment vendor for use in constructing  
30 the Washington assessment of student learning.

31 (3)(a) In consultation with the state board of education, the  
32 superintendent of public instruction shall maintain and continue to  
33 develop and revise a statewide academic assessment system in the  
34 content areas of reading, writing, mathematics, and science for use in  
35 the elementary, middle, and high school years designed to determine if  
36 each student has mastered the essential academic learning requirements  
37 identified in subsection (1) of this section. School districts shall  
38 administer the assessments under guidelines adopted by the

1 superintendent of public instruction. The academic assessment system  
2 may include a variety of assessment methods, including criterion-  
3 referenced and performance-based measures.

4 (b) Effective with the 2009 administration of the Washington  
5 assessment of student learning, the superintendent shall redesign the  
6 assessment in the content areas of reading, mathematics, and science in  
7 all grades except high school by shortening test administration and  
8 reducing the number of short answer and extended response questions.

9 (c)(i) In consultation with the state board of education, the  
10 superintendent of public instruction shall develop statewide end-of-  
11 course assessments for high school mathematics that measure student  
12 achievement of the state mathematics standards. The superintendent  
13 shall develop end-of-course assessments in algebra I and geometry. The  
14 superintendent shall make the algebra I end-of-course assessments  
15 available to school districts on an optional basis in the 2009-10  
16 school year. The end-of-course assessments in algebra I and geometry  
17 shall be implemented statewide in the 2010-11 school year.

18 (ii) For the graduating class of 2013 and for purposes of the  
19 certificate of academic achievement under RCW 28A.655.061, results from  
20 the algebra I end-of-course assessment plus the geometry end-of-course  
21 assessment may be used to demonstrate that a student meets the state  
22 standard on the mathematics content area of the high school Washington  
23 assessment of student learning.

24 (iii) Beginning with the graduating class of 2014 and for purposes  
25 of the certificate of academic achievement under RCW 28A.655.061, the  
26 mathematics content area of the Washington assessment of student  
27 learning shall be assessed using the algebra I end-of-course assessment  
28 plus the geometry end-of-course assessment.

29 (4) If the superintendent proposes any modification to the  
30 essential academic learning requirements or the statewide assessments,  
31 then the superintendent shall, upon request, provide opportunities for  
32 the education committees of the house of representatives and the senate  
33 to review the assessments and proposed modifications to the essential  
34 academic learning requirements before the modifications are adopted.

35 (5) The assessment system shall be designed so that the results  
36 under the assessment system are used by educators as tools to evaluate  
37 instructional practices, and to initiate appropriate educational

1 support for students who have not mastered the essential academic  
2 learning requirements at the appropriate periods in the student's  
3 educational development.

4 (6) By September 2007, the results for reading and mathematics  
5 shall be reported in a format that will allow parents and teachers to  
6 determine the academic gain a student has acquired in those content  
7 areas from one school year to the next.

8 (7) To assist parents and teachers in their efforts to provide  
9 educational support to individual students, the superintendent of  
10 public instruction shall provide as much individual student performance  
11 information as possible within the constraints of the assessment  
12 system's item bank. The superintendent shall also provide to school  
13 districts:

14 (a) Information on classroom-based and other assessments that may  
15 provide additional achievement information for individual students; and

16 (b) A collection of diagnostic tools that educators may use to  
17 evaluate the academic status of individual students. The tools shall  
18 be designed to be inexpensive, easily administered, and quickly and  
19 easily scored, with results provided in a format that may be easily  
20 shared with parents and students.

21 (8) To the maximum extent possible, the superintendent shall  
22 integrate knowledge and skill areas in development of the assessments.

23 (9) Assessments for goals three and four of RCW 28A.150.210 shall  
24 be integrated in the essential academic learning requirements and  
25 assessments for goals one and two.

26 (10) The superintendent shall develop assessments that are directly  
27 related to the essential academic learning requirements, and are not  
28 biased toward persons with different learning styles, racial or ethnic  
29 backgrounds, or on the basis of gender.

30 (11) The superintendent shall consider methods to address the  
31 unique needs of special education students when developing the  
32 assessments under this section.

33 (12) The superintendent shall consider methods to address the  
34 unique needs of highly capable students when developing the assessments  
35 under this section.

36 (13) The superintendent shall post on the superintendent's web site

1 lists of resources and model assessments in social studies, the arts,  
2 and health and fitness.

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